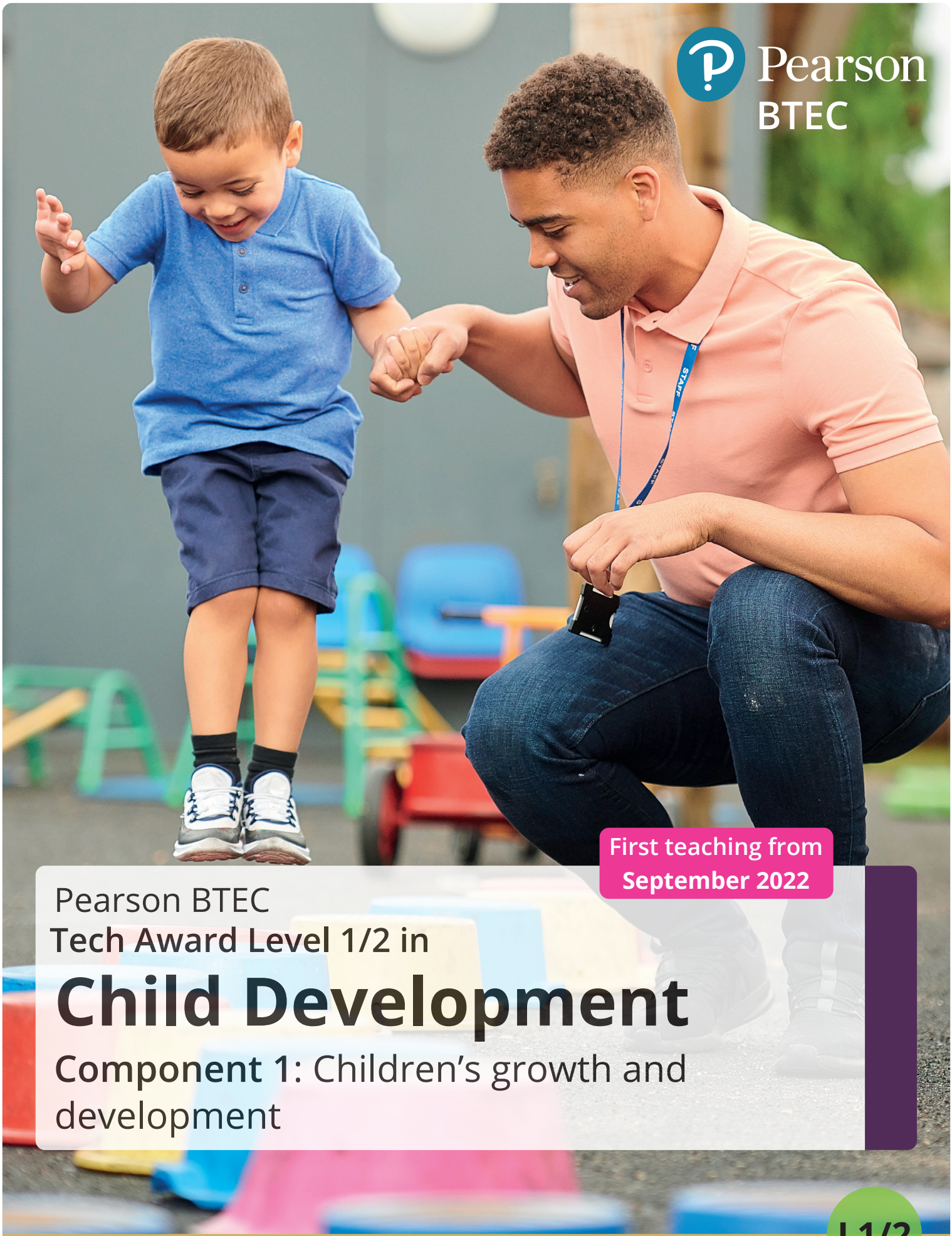

Pearson BTEC

First teaching from September 2022

Pearson BTEC
Tech Award Level 1/2 in

Child Development

Component 1: Children's growth and development

L1/2

Pearson-set Assignment – sample

First teaching from September 2022

Issue 2

Pearson
BTEC Level 1/Level 2
Tech Award in
Child Development

Pearson-set Assignment – Sample

Component 1: Children's Growth and Development

First teaching September 2022

Issue 2

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Summary of Pearson BTEC Level 1/Level 2 Tech Award in Child Development Pearson-set Assignment for Component 1: Children's Growth and Development Issue 2 changes

Summary of changes made between the previous issue and this current issue	Page number
The wording in the *Introduction* section under Formal supervision and in the *Instructions to learners* section has been amended to clarify that learners may have supervised access to the internet for sourcing visual assets and their own course notes. Access to the internet is optional and will not affect access to the full range of available marks.	Pages 1 and 2
The wording in the *Guidance for teachers* section under During the assignment has been amended to clarify that any sources of information, ideas, text, audio and/or visual assets created by others that learners include in their work must be clearly identified and referenced. And that only permitted materials, such as learners' own course notes can be brought into the supervised assessment.	Page 7

Contents

Introduction **1**

Instructions to learners **2**

Pearson-set Assignment **3**

Task 1 3

Task 2 4

Task 3 5

Guidance for teachers **6**

Marking grid – Component 1 **11**

Appendix 1: Expected stages of development from birth to five years **18**

Appendix 2: Case studies 1 and 2 **22**

Introduction

The key purpose of this assessment is for learners to demonstrate their application of knowledge and understanding of children's growth and development and the factors that affect it and the ability to apply this knowledge and understanding to different contexts. Learners will demonstrate their understanding of how children grow and develop across the ages, from birth to five years old and the factors that could affect their development, as well as expected milestones for given stages of developments based on the investigation of case studies.

The assignment for this component consists of three tasks.

- In response to Task 1, learners will demonstrate their knowledge and understanding of growth and development of a child of a given age.
- In response to Task 2, learners will demonstrate their knowledge and understanding of development and factors affecting development of a child based on a case study.
- In response to Task 3, learners will demonstrate their knowledge and understanding of development and factors affecting development of a child based on a case study.

This assessment will be offered twice a year. The timing of the assessment is approximately 6 hours of supervised assessment.

The assessment evidence is produced under formal supervision to ensure that learners' work is authentic and that all learners have had the same assessment opportunity. The formal supervision takes place in sessions timetabled by the centre.

Levels of control within this set assignment

The levels of control outlined below must be adhered to and enforced by teachers following the release of the assignment to learners.

Formal supervision: The estimated hours stated for completion of each task in this set assignment refer to formally supervised hours. During formally supervised sessions, learners must work independently, cannot work with or discuss their work with other learners unless group or collaborative work is required or permitted. Learners can access the internet for sourcing visual assets to use in their responses, which must be appropriately referenced. Inclusion of audio/video content in responses and use of the internet to source this content is optional and will not affect access to the full range of available marks. This must be monitored by the teacher. Work must be held securely in between supervised sessions and must not be taken in or out of sessions. Learners will be able to access their own course notes and any materials specified in the assessment.

Instructions to learners

You should read the information given in the vocational context and each task section of this assignment carefully prior to starting work. Tasks often link to one another, so it is important to make sure you understand all tasks before starting the assignment.

The assignment will take approximately 6 supervised hours to complete.

This is divided into approximately:

- 1 hour to complete Task 1
- 2.5 hours to complete Task 2
- 2.5 hours to complete Task 3.

These timings are for guidance only but should be used as an indication of how long to spend on each task. Your teacher will advise you when it is time to move from one task to the next.

You must work independently and should not share your work with other learners. All work must be your own and you must sign a declaration of authenticity to confirm this. If group work or collaboration is permitted, you must produce your own independent responses and evidence for the tasks.

Any sources of information, ideas, text, audio and/or visual assets created by others that you include in your work **must** be clearly identified and referenced. Using the work of others as your own or without proper acknowledgement is considered plagiarism and can result in disqualification from the assessment.

You may ask your teacher for support if you have questions about the requirements of tasks, what evidence you need to produce and any resources you are allowed to access, such as your own course notes and access to the internet to source visual assets. They cannot give you feedback about how to improve your work or guide you to solutions to any questions or problems in the tasks.

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Pearson-set Assignment

Qualification	Pearson BTEC Level 1/Level 2 Tech Award in Child Development
Component number and title	**1:** Children's Growth and Development
Write your name here (Surname, Name)	
Completion time for assignment	Approximately 6 hours
Submission deadline	
Assessment series and year	Sample assignment

Vocational Context	Understanding what affects how children's growth and development of skills and abilities is important when working with young children aged from birth to five years.

Task 1	**Growth and development** Billy is a **six-month-old** baby. You must produce a booklet on Billy's expected growth and development. You have been given a list of expected milestones at different age ranges to help you. Your booklet must include: Part 1 – Development: • the expected milestones for his stage of **communication** development. Part 2 – Growth: • how his growth would be measured and recorded • what the role and responsibilities are of individuals involved in measuring and monitoring his growth • why it is important to measure and monitor his growth.
Learning outcome covered	**A:** Understand the principles of growth and development
Checklist of evidence required	• A booklet based on the above context of approximately 5–6 pages of A4, images can be included. • Subheadings for Part 1 and Part 2 should be used to structure the work.
Resources needed	List of expected development milestones for children aged 0–5 years – *Appendix 1*.

Supervised hours to complete the tasks	Learners would need approximately 1 hour to complete Task 1.
Number of marks	12 marks

Task 2	**Children's development and factors affecting development 1** Read *Case Study 1* in *Appendix 2* and the information in *Appendix 1: List of age ranges and development milestones.* Produce a written account on Tasneem's development. The account must include: • the expected milestones for her current stage of **physical** development • the expected milestones for her current stage of **social** development • the next immediate milestones the nursery will be focusing on to support her progression in **physical and social development** • the links between the current milestones and the future milestones of the two given areas with reasons for your choices. There are many different factors that affect children's development. Use *Case Study 1* on Tasneem to select **four** factors that will impact on her overall development. Produce a written account that includes: • how these **four** factors can impact on Tasneem's **overall** development • which of these factors may have the **most** influence on Tasneem's development and why • which of these factors may have the **least** influence on Tasneem's development and why.
Learning outcomes covered	**A:** Understand the principles of growth and development **B:** Understand how factors impact on children's overall development
Checklist of evidence required	• Two written accounts based on *Case Study 1* of approximately 5–7 pages of A4. • Subheadings should be used to structure the written account.
Resources needed	*Case Study 1 – Appendix 2* and *Appendix 1*.
Supervised hours to complete the tasks	Learners would need approximately 2.5 hours to complete Task 2.
Number of marks	24 marks

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Task 3	**Children's development and factors affecting development 2** Read *Case Study 2* in *Appendix 2* and the information in *Appendix 1: List of age ranges and development milestones*. Produce a written account on Olivia's development. The written account must include: • the expected milestones for her current stage of **cognitive** development • the expected milestones for her current stage of **emotional** development • the next immediate milestones that the nursery will be focusing on to support her **cognitive and emotional** development • the links between the current milestones and the future milestones with reasons for your choices. There are many different factors that affect children's development. Use *Case Study 2* on Olivia to select **four** factors that will impact on her overall development. Produce a written account that includes: • how these **four** factors can impact on Olivia's **overall** development • which of these factors may have the **most** influence on Olivia's development and why • which of these factors may have the **least** influence on Olivia's development and why.
Learning outcomes covered	A: Understand the principles of growth and development B: Understand how factors impact on children's overall development
Checklist of evidence required	• A report based on *Case Study 2* of approximately 5–7 pages of A4. • Subheadings should be used to structure the account.
Resources needed	*Case Study 2* and *Appendix 1*.
Supervised hours to complete the tasks	Learners would need approximately 2.5 hours to complete Task 3.
Number of marks	24 marks

Guidance for teachers

(to be removed before assignment distribution to learners)

General guidance	This assignment has been designed to allow learners to meet the assessment requirements of the component by engaging in vocationally relevant tasks and activities. You must issue this assignment allowing sufficient time for learners to complete it. You should advise learners of the timetabled sessions during which they should complete monitored preparation and when they will undertake supervised assessment. You should direct learners to read the information given in the vocational context and each task section of this assignment carefully. Tasks often link to one another, so it is important to check that learners understand all tasks before they start the assignment.
Specific guidance	The assignment will take approximately 6 supervised hours to complete. This is divided into approximately: • 1 hour to complete Task 1 • 2.5 hours to complete Task 2 • 2.5 hours to complete Task 3. These timings are for guidance only, but should be used to give learners an indication of how long to spend on each task and to schedule your assessment sessions. Tasks can be conducted and evidence can be produced across several sessions. **Submission of evidence for moderation** Evidence submitted for moderation should include a clearly labelled digital folder per learner containing: • all work completed for the assignment • a completed declaration of authenticity. **Guidance on preparing evidence for submission** • Digital files should be saved in an accessible format that does not require specialist software to access.
Opportunity to contextualise this assignment	No contextualisation is allowed for this assignment. You must not change any aspect of the vocational context or tasks. The set of tasks form a coherent whole, addressing all the learning outcomes and allowing access to the full range of marks. Altering any aspect of this assignment may constitute malpractice and will be subject to investigation by Pearson.

Before carrying out the assignment	Before this assignment is given to learners, they must undertake a learning programme covering the knowledge, understanding and skills outlined in the component content in the specification, and should be given sufficient time to develop knowledge, understanding and skills in order to achieve their full potential.

During the assignment	For the duration of the assignment:
	• all work must be completed independently by the learner under appropriate monitoring and supervision to ensure authenticity
	• work must be produced in response to the assignment and no work completed during teaching can be used or adapted for this purpose
	• guidance or support can only be given to learners in order to clarify:
	  ○ the requirements of tasks
	  ○ the evidence they need to produce
	  ○ any resources they are allowed to access
	• learners cannot receive any guidance or instruction about how to improve work to meet mark bands or solutions to questions or problems in the tasks
	• learners must not be given any support or feedback in writing or editing notes
	• learners must not be provided with writing frames, prepared formats, templates or any other forms of scaffolding
	• any permitted group or collaborative work must be clearly defined
	• any sources of information, ideas, text, audio and/or visual assets created by others that learners include in their work must be clearly identified and referenced
	• appropriate steps must be taken to prevent plagiarism and/or collusion through supervision and regular checks of work as it develops.
	Maintaining security during formal supervision
	Any work learners produce under supervision must be kept securely between sessions and during breaks.
	Designated assessment areas must only be accessible to the learner and to named members of staff.
	Learners can only have access to their work under supervision.
	Only permitted materials, such as learners' own course notes and sourced visual assets, can be brought into the supervised assessment and no materials should be removed.
	Learners can have access to the internet for sourcing audio/visual content but not to other resources which might compromise the security of the assessment.

Approach to teaching and learning to support learners to *'get it right first time'*	In order to fully prepare learners, before the Set Assignment is distributed, they should: • attempt formative assessment tasks that model important elements of the activities to be carried out in this assignment • receive feedback on how they performed including what they did well and how they can further improve.
Other materials	This Set Assignment does not include any additional materials and it is expected that learners produce their own evidence. Learners must not be provided with writing frames, prepared formats, templates or any other forms of scaffolding.

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Assessor guidance

Your role as the assessor	As the assessor of this internal assessment, it is your role to: • ensure correct processes to maintain security and authenticity are followed for the duration of the assessment • make and record assessment decisions using the mark bands • provide feedback to learners about their achievement. When acting in dual roles as both teacher and an assessor, you should help learners to understand your responsibilities in each capacity so they are aware of the differences during learning and assessment.
Your assessment decision	You must assess learners' evidence for this Pearson-set Assignment using the marking grids for the relevant component provided in this document. Marking grids have four mark bands, each containing the descriptors specifying the level of knowledge, understanding and skills that learners are required to demonstrate to be awarded the marks associated with that band. The descriptors for each band are written to reflect the marks at the top of the mark band and the descriptors should be read and applied as a whole. A glossary of terms used in the marking grids is provided in Appendix 1 of the specification. **Using a 'best fit approach' to marking the assignments** In applying the marking grid, assessors are required to: • first make a holistic judgement on which mark band most closely matches the learner's response for the evidence being assessed. Each mark band contains a number of 'bulleted traits' that in combination provides a descriptor of the expected performance of a learner in relation to the individual task within the assignment. Consideration should also be given to the descriptors in the mark bands above and below to ensure the correct mark band is selected. The learner's response does not have to meet all the characteristics of a mark band's descriptor before being placed in that mark band, as long as it meets more of the characteristics of that mark band than of any other • after placing the learner's response within a mark band, the assessor should then make a more refined judgement as to whether the learner's response is towards the higher, or the lower end of the mark range for that mark band, and allocate a final mark accordingly within the marks available in that mark band.

	Further guidance on deciding a final mark The award of marks must be directly related to the descriptors in a mark band. Assessors should be prepared to use the full range of marks available. When deciding upon a final mark, assessors should take into account how well the learner's response meets the requirements of the descriptor in that mark band. • If the learner's response meets the requirements of the descriptor fully, assessors should be prepared to award full marks within the mark band. The top mark in the mark band is used for a learner's response that is as good as can realistically be expected in that mark band. • If the learner's response only barely meets the requirements of the descriptor (but is better than the previous descriptor), assessors should consider awarding marks at the bottom of the mark band. The bottom mark in the mark band is used for a learner's response that is the weakest that can be expected in that mark band. • The middle marks of the mark band are for a learner's response that is a reasonable match to the descriptor. This might represent a balance between some characteristics of the descriptor that are fully met and others that are only barely met. • Where there is no evidence worthy of credit, no marks (0 marks) must be awarded.

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Marking grid – Component 1

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 1: Growth and development **Learning outcome A: Understand the principles of growth and development**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** knowledge and understanding of growth and development relevant to the given age. Evidenced through: • a **few** expected milestones relevant to the area of development and age of child in the case study • a **superficial** account of how to measure the child's growth; the information given has **little relevance** to the given age • a **superficial** account of the role and responsibilities of individuals involved; the information given has **little relevance** to the given age • **simplistic reasoning** for the importance of measuring and monitoring growth; the information given has **little relevance** to the given age.	**Adequate** knowledge and understanding of growth and development relevant to the given age. Evidenced through: • **some** expected milestones relevant to the area of development and age of child in the case study • a **partially detailed** account of how to measure the child's growth; the information given has **some relevance** to the given age • a **partially detailed** account of the role and responsibilities of individuals involved; the information given has **some relevance** to the given age • **partially developed reasoning** for the importance of measuring and monitoring growth with involved; the information given has **some relevance** to the given age.	**Good** knowledge and understanding of growth and development relevant to the given age. Evidenced through: • **most** expected milestones relevant to the area of development and age of child in the case study • a **mostly detailed** account of how to measure the child's growth; the information given is **mostly relevant** to the given age • a **mostly detailed** account of the role and responsibilities of individuals involved; the information given **is mostly relevant** to the given age • **mostly developed reasoning** for the importance of measuring and monitoring growth; the information given **is mostly relevant** to the given age.	**Comprehensive** knowledge and understanding of growth and development relevant to the given age. Evidenced through: • **all** expected milestones relevant to the area of development and age of child in the case study • a **fully detailed** account of how to measure the child's growth; the information given is **fully relevant** to the given age • a **fully detailed** account of the role and responsibilities of individuals involved; the information given is **fully relevant** to the given age • **well-developed reasoning** for the importance of measuring and monitoring growth; the information given is **fully relevant** to the given age.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 2: Children's development and factors affecting development **Learning outcome A: Understand the principles of growth and development**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** knowledge and understanding of the two given areas of development. Evidenced through: • a **few** expected milestones relevant to the areas of development and the age of child • a **few** next immediate milestones relevant to the areas of development and the age of child. **Limited** application of knowledge and understanding of the two given areas of development. Evidenced through: • **simplistic reasoning** for the progression from one milestone to the next with **few accurate** links made between the relevant expected and next immediate milestones.	**Adequate** knowledge and understanding of the two given areas of development. Evidenced through: • **some** expected milestones relevant to the areas of development and the age of child • **some** next immediate milestones relevant to the areas of development and the age of child. **Adequate** application of knowledge and understanding of the two given areas of development. Evidenced through: • **partially developed reasoning** for the progression from one milestone to the next with **partially accurate** links made between the relevant expected and next immediate milestones.	**Good** knowledge and understanding of the two given areas of development. Evidenced through: • **most** expected milestones relevant to the areas of development and the age of child • **most** next immediate milestones relevant to the areas of development and the age of child. **Good** application of knowledge and understanding of the two given areas of development. Evidenced through: • **mostly developed reasoning** for the progression from one milestone to the next with **mostly accurate** links made between the relevant expected and next immediate milestones.	**Comprehensive** knowledge and understanding of the two given areas of development. Evidenced through: • **all** expected milestones relevant to the areas of development and the age of child • **all** next immediate milestones relevant to the areas of development and the age of child. **Comprehensive** application of knowledge and understanding of the two given areas of development. Evidenced through: • **well-developed reasoning** for the progression from one milestone to the next with **fully accurate** links made between all the relevant expected and next immediate milestones.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 2: Children's development and factors affecting development **Learning outcome B: Understand how factors impact on children's overall development**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding of the two given areas of development. Evidenced through: • **one** factor is accurately selected from the case study • a **superficial** account of how the factors could impact on the child's overall development, **with little clarity in the links** made between the factors and relevant areas of development.	**Adequate** application of knowledge and understanding of the two given areas of development. Evidenced through: • **two** factors are accurately selected from the case study • a **partially detailed** account of how the factors could impact on the child's overall development, **making partially clear links** between the factors and relevant areas of development.	**Good** application of knowledge and understanding of the two given areas of development. Evidenced through: • **three** factors are accurately selected from the case study • a **mostly detailed** account of how the factors could impact on the child's overall development, **making mostly clear links** between the factors and relevant areas of development.	**Comprehensive** application of knowledge and understanding of the two given areas of development. Evidenced through: • **four** factors are accurately selected from the case study • a **fully detailed** account of how the factors could impact on the child's overall development, **making clear links** between the factors and relevant areas of development.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 2: Children's development and factors affecting development *(continued)* Learning outcome B: Understand how factors impact on children's overall development				
No rewardable material	A **limited** judgement of the impact and importance of the selected factors on the child's development. Evidenced through: • a **simplistic argument** on which factor has the most influence on development that shows **little clarity in links** to the relative impacts of the factors and is supported by **little logical reasoning** • a **simplistic argument** on which factor has the least influence on development that shows **little clarity in links** to the relative impacts of the factors and is supported by **little logical reasoning**.	An **adequate** judgement of the impact and importance of the selected factors on the child's development. Evidenced through: • a **partially developed argument** on which factor has the most influence on development that shows **partially clear links** to the relative impacts of the factors and is supported by **partially logical reasoning** • a **partially developed argument** on which factor has the least influence on development that shows **partially clear links** to the relative impacts of the factors and is supported by **partially logical reasoning**.	A **good** judgement of the impact and importance of the selected factors on the child's development. Evidenced through: • a **mostly developed argument** on which factor has the most influence on development that shows **mostly clear links** to the relative impacts of the factors and is supported by **mostly logical reasoning** • a **mostly developed argument** on which factor has the least influence on development that shows **mostly clear links** to the relative impacts of the factors and is supported by **mostly logical reasoning**.	A **comprehensive** judgement of the impact and importance of the selected factors on the child's development. Evidenced through: • a **well-developed argument** on which factor has the most influence on development that shows **clear links** to the relative impacts of the factors and is supported by **logical reasoning** • a **well-developed argument** on which factor has the least influence on development that shows **clear links** to the relative impacts of the factors and is supported by **logical reasoning**.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 3: Children's development and factors affecting development **Learning outcome A: Understand the principles of growth and development**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** knowledge and understanding of the two given areas of development. Evidenced through: • a **few** expected milestones relevant to the areas of development and the age of child • a **few** next immediate milestones relevant to the areas of development and the age of child. **Limited** application of knowledge and understanding of the two given areas of development. Evidenced through: • **simplistic reasoning** for the progression from one milestone to the next with **few accurate links** made between few of the relevant expected and next immediate milestones.	**Adequate** knowledge and understanding of the two given areas of development. Evidenced through: • **some** expected milestones relevant to the areas of development and the age of child • **some** next immediate milestones relevant to the areas of development and the age of child. **Adequate** application of knowledge and understanding of the two given areas of development. Evidenced through: • **partially developed reasoning** for the progression from one milestone to the next with **partially accurate links** made between some of the relevant expected and next immediate milestones.	**Good** knowledge and understanding of the two given areas of development. Evidenced through: • **most** expected milestones relevant to the areas of development and the age of child • **most** next immediate milestones relevant to the areas of development and the age of child. **Good** application of knowledge and understanding of the two given areas of development. Evidenced through: • **mostly developed reasoning** for the progression from one milestone to the next with **mostly accurate links** made between most of the relevant expected and next immediate milestones.	**Comprehensive** knowledge and understanding of the two given areas of development. Evidenced through: • **all** expected milestones relevant to the areas of development and the age of child • **all** next immediate milestones relevant to the areas of development and the age of child. **Comprehensive** application of knowledge and understanding of the two given areas of development. Evidenced through: • **well-developed reasoning** for the progression from one milestone to the next with **fully accurate links** made between all the relevant expected and next immediate milestones.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 3: Children's development and factors affecting development **Learning outcome B: Understand how factors impact on children's overall development**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding of the two given areas of development. Evidenced through: • **one** factor is accurately selected from the case study • a **superficial** account of how the factors could impact on the child's overall development, **with little clarity in the links** made between the factors and relevant areas of development.	**Adequate** application of knowledge and understanding of the two given areas of development. Evidenced through: • **two** factors are accurately selected from the case study • a **partially detailed** account of how the factors could impact on the child's overall development, **making partially clear links** between the factors and relevant areas of development.	**Good** application of knowledge and understanding of the two given areas of development. Evidenced through: • **three** factors are accurately selected from the case study • a **mostly detailed** account of how the factors could impact on the child's overall development, **making mostly clear links** between the factors and relevant areas of development.	**Comprehensive** application of knowledge and understanding of the two given areas of development. Evidenced through: • **four** factors are accurately selected from the case study • a **fully detailed** account of how the factors could impact on the child's overall development, **making clear links** between the factors and relevant areas of development.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 3: Children's development and factors affecting development *(continued)* Learning outcome B: Understand how factors impact on children's overall development				
No rewardable material	A **limited** judgement of the impact and importance of the selected factors on the child's development. Evidenced through: • a **simplistic argument** on which factor has the most influence on development that shows **little clarity in links** to the relative impacts of the factors and is supported by **little logical reasoning** • a **simplistic argument** on which factor has the least influence on development that shows **little clarity in links** to the relative impacts of the factors and is supported by **little logical reasoning**.	An **adequate** judgement of the impact and importance of the selected factors on the child's development. Evidenced through: • a **partially developed argument** on which factor has the most influence on development that shows **partially clear links** to the relative impacts of the factors and is supported by **partially logical reasoning** • a **partially developed argument** on which factor has the least influence on development that shows **partially clear links** to the relative impacts of the factors and is supported by **partially logical reasoning**.	A **good** judgement of the impact and importance of the selected factors on the child's development. Evidenced through: • a **mostly developed argument** on which factor has the most influence on development that shows **mostly clear links** to the relative impacts of the factors and is supported by **mostly logical reasoning** • a **mostly developed argument** on which factor has the least influence on development that shows **mostly clear links** to the relative impacts of the factors and is supported by **mostly logical reasoning**.	A **comprehensive** judgement of the impact and importance of the selected factors on the child's development. Evidenced through: • a **well-developed argument** on which factor has the most influence on development that shows **clear links** to the relative impacts of the factors and is supported by **logical reasoning** • a **well-developed** argument on which factor has the least influence on development that shows **clear links** to the relative impacts of the factors and is supported by **logical reasoning**.

Appendix 1: Typical stages of development from birth to five years

For use with Tasks 1, 2 and 3

0–3 months	
• stops crying when picked up • infant reflexes – rooting and sucking, startle reflex, grasping reflex, walking reflex • infant coos • smiles at 6 weeks • responds with pleasure to loving attention • turns head to familiar adult voice • recognises familiar routines • shows enjoyment in caring routines.	• increasing attention span • cries in expressive ways for needs to be attended to • enjoys being held • lifts head and shoulders • watches fingers move • attracts attention of caregivers by crying, turning their head, smiling and giggling • reflexes disappear • as their needs are met babies develop a bond of trust with their carer.
6 months	
• prefers to be near familiar caregiver • babbling sounds • recognises different emotions. • responds to pitch and tone of carer's voice • sits with support • recognises familiar objects and people.	• distinguishes familiar people and strangers • rolls and turns • laughs and giggles • weaning onto solid food • vocalises in turn with an adult • holds a toy in whole hand • explores objects with hands and mouth.
9 months	
• sits • tuneful babbling – baba, dada, mama • recognises and smiles at own face in a mirror • wary of strangers • may cry when familiar carers are not near • drinks from a cup with help • joins in actions of pat-a-cake.	• looks for a dropped toy • develops specific attachments to familiar people • passes a toy from one hand to the other • crawls • enjoys peekaboo • enjoys songs and rhymes • stands.

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12 months	
• knows own name • first words • curious about what is around them • walks with help • enjoys interactive games like peekaboo • picks up small objects with finger and thumb.	• explores toys and objects • imitates actions (claps hands, waves goodbye) • independent in finger feeding • understands simple words and two-word instructions • points to things they want • copies sounds.
15 months	
• interested and watches other children playing • beginning to develop independence from primary carer in relation to self-care routines • first steps walking alone.	• shows jealousy if adults give attention to other children • grasps crayon in either hand • vocabulary increases – usually names of familiar things and people • scribbles with crayon.
18 months	
• very curious • walks steadily and stops safely • understands 'you' and 'my' and 'mine' • knows names • repeats what adults say • remembers where things belong • beginning to show empathy • gestures.	• understands more • climbs stairs with hand held • mood swings from dependence to independence • can ride a balance bike and sit-and-ride toys • can point to parts of the body • says words • imitates household tasks.
2 years	
• recognises pictures in a book • cannot wait for attention, • holds a chunky pencil or crayon • tantrums if frustrated but can be distracted. • more independent • walks up and down stairs one foot to each step • joins two words together • enjoys books. • toilet training.	• can undress and dress with help • runs safely • enjoys simple make-believe play • throws a ball • says over 50 words • demands needs are met immediately, • draws circles and lines that go up and down.

2 years 6 months	
• knows own full name • plays with other children • develops self-identity • learns new words rapidly • jumps from a small step • asks the name of people and objects • copies lines.	• tests boundaries set by adults • says simple sentences • says 200 words • not sharing toys • kicks a large ball without control • eats with a spoon • learning to cope with emotions and strong feelings.
3 years	
• plays with other children • walks on tiptoe • can wait for needs to be met • matches and names colours • clear speech • rides a tricycle using pedals • asks why • uses language to express feelings • balances on one foot • sorts objects into simple categories • throws, catches a ball with arms stretched out and kicks a large ball with control • uses personal pronouns and plurals correctly.	• holds a pencil between thumb and two fingers • more co-operative • understands time passing – yesterday, today, tomorrow • can make marks on paper to represent writing • beginning to take turns • uses language to make requests • can listen to stories • cuts paper with scissors • can understand most instructions • beginning to share toys.

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4 years:	
• runs and avoids obstacles • talks about past and future • counts up to ten • shows sensitivity to others • confident and self-assured • repeats songs and nursery rhymes • some simple problem solving with toys and games • can clean own teeth • draws a recognisable person • asks questions • able to wash and dry hands and face.	• likes to be independent • holds a pencil like an adult • able to feed self, dress and undress • good balance when walking along a line • turns to adults for comfort when hurt or ill • sense of humour • copies letters • tells stories • listens intently when interested.
5 years:	
• chooses own friends • concentrates longer • runs • fluent speech • close friendships • recognises own name in books • enjoys ball games • understands social rules but may need an adult to sort out conflicts • skips • interested in reading and writing • can understand complex instructions.	• learns to cope with emotions and bounces back when disappointed • writes own name • enjoys team games • understands need for rules • good pencil control • grammatically correct • hops • can do simple sums • climbs • can understand a wider range of vocabulary.

Appendix 2: Case studies 1 and 2

Case study 1 for Task 2

Tasneem is two-and-a-half years old.

Tasneem attends an early years setting and she has a small group of friends that she likes to play with; her favourite activity is looking at books.

Tasneem lives with her parents in a large house with a big garden. She has her own bedroom and enjoys playing in her room with her wooden train set and puzzles.

Tasneem has asthma and sees the doctor regularly to check her medication.

Tasneem is a fussy eater and doesn't like to eat fruit and vegetables. She likes to eat chicken nuggets and chips.

Case study 2 for Task 3

Olivia is four years old.

Her father often works away from home but does not earn much money. Olivia misses her father when he is not there.

Olivia spends most of her time with her mother and grandmother who lives with them.

Olivia has three older brothers who all attend the local primary school. She likes to play with her brothers, but she doesn't have friends over to play as there is not much space.

The family receive additional financial support for Olivia to go to the local preschool full time. Olivia has lots of friends at preschool and she likes to play in the role play corner with them, where she shares the toys. Olivia enjoys simple board games and can count up to 12.

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